

IN RECOGNITION OF ANA
RODRIGUEZ

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 8, 2016

Mrs. CAROLYN B. MALONEY of New York. Mr. Speaker, I rise in recognition of Ana Rodriguez, Director of Community Relations and Volunteer Services at Mount Sinai Queens, who was honored for her achievements as part of Women's History Month. Ms. Rodriguez is a dedicated, compassionate, and beloved representative for the hospital. She attends countless community meetings and is always cheerful and well informed.

In her role at Mount Sinai Queens, Ms. Rodriguez works with community organizations and community leaders to ensure that the hospital best serves its community. In addition, she coordinates educational health programs and events to promote awareness about health issues in the community. Ms. Rodriguez also works with people of all ages and all walks of life who are interested in volunteering, in order to ensure that the hospital's patients are served in the most meaningful way possible.

Ms. Rodriguez has also been an important advocate for children. From 1993 through 1999, she worked with Greater New York Councils, Boy Scouts of America. In her role as Associate Director, Ms. Rodriguez served youth in Manhattan, Brooklyn, Queens, and the Bronx through the Urban Emphasis and Scoutreach Program. She collaborated with school principals, religious institutions, and community organizations to establish new scouting programs.

For six years, Ms. Rodriguez served adolescents, as well as adults, as a senior clinical social worker at the New York Presbyterian Hospital. Here, she provided mental health services, and worked with young men and women to empower them to reach their full potential.

Ms. Rodriguez has been celebrated by the community for her achievements. For example, Centro de Desarrollo de la Mujer (Center for Women Development) has presented her with a Woman of the Year Award for her community service. Her work has also been recognized by the Office of the Borough President of Manhattan, and she has received the Peter Vallone, Jr. Award from the 114th Precinct Civilian Observation Patrol for her dedication to the people of Astoria and Long Island City.

Ms. Rodriguez has a Bachelor of Science from Hunter College and a Master's degree in social work from Columbia University.

Mr. Speaker, I ask my colleagues to join me in recognizing the wonderful work of Ms. Rodriguez and her tireless service to her community.

TRIBUTE TO DR. RICHARD
HUNTER

HON. DAVID YOUNG

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 8, 2016

Mr. YOUNG of Iowa. Mr. Speaker, I rise today to recognize and congratulate Dr. Rich-

ard Hunter of Indianola, Iowa, for completing this year's Des Moines Triathlon at age 85.

Dr. Hunter did not begin competing in triathlons until after his retirement from medicine at 67. He remained committed to his training even after he returned to medicine, not retiring again until 82. He participated in the famed Ironman triathlon, which took him on a journey all over the world to compete. After moving to Indianola to be closer to his family, Dr. Hunter wondered how he would continue to train when he did not have an ocean to swim or bike trails to challenge him. He soon discovered that he could continue training at the local YMCA. The hard work paid off. Not only did he complete the 2016 Des Moines Triathlon, but he was also the oldest participant by 11 years in the sprint race.

Mr. Speaker, I commend Dr. Hunter for having the discipline and determination to compete in this rigorous competition. I ask that my colleagues in the United States House of Representatives join me in congratulating him and in wishing him nothing but continue success.

JAMES MADISON LEGACY
PROJECT

HON. EARL BLUMENAUER

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 8, 2016

Mr. BLUMENAUER. Mr. Speaker, I would like to recognize the James Madison Legacy Project, a nationwide teacher professional development program, currently being implemented in Oregon by the Classroom Law Project, a civic education non-profit in Portland, Oregon. Led by Executive Director Marilyn Cover, Classroom Law Project brings vital and engaging civics and law-related education programs into the classrooms across Oregon, teaching students of all grade levels the values and skills essential to being a participating citizen in our democracy. Each year, Classroom Law Project's innovative, practical, and fun programs involve and inspire over 800 teachers and 60,000 Oregon students.

The James Madison Legacy Project, made possible by a grant from the U.S. Department of Education's Supporting Effective Educator Development program, is a three year nationwide initiative of the Center for Civic Education that recently entered its second year. The project aims to provide professional development for over 2000 teachers of high-need students, help over 200,000 students meet state standards in civics and government, serve the self-identified professional development needs of more than 500 participating schools with significant concentrations of high-need students throughout the United States. The project will also evaluate the relative effectiveness of the Center's traditional We the People: The Citizen and the Constitution professional development model enhanced with online resources compared with a new blended-learning variation of the traditional model that also uses online resources.

The key goals of the James Madison Legacy Project are providing the best practices in civic education directly to teachers and identifying cost-effective ways to provide accessible professional development programs, particularly for teachers in high-needs schools. With exceptional professional development, teach-

ers are better equipped to help students gain the knowledge and skills necessary in a participatory democracy.

Through the James Madison Legacy Project, Oregon teachers are learning directly from current and past members of the Oregon Supreme Court, constitutional scholars, and master teachers. The project includes follow-up services so that teachers can more readily implement what they learn in their classrooms. Future professional development will include opportunities to examine primary source documents from our country's founding, a private tour of the Oregon Historical Society and exhibit on the Founders, and lectures from First and Fourteenth Amendment scholars. Teachers will also have an exclusive behind the scenes view of the renowned Oregon High School State We the People Competition in January 2017.

The Center for Civic Education and Oregon's Classroom Law Project are at forefront of innovative and equitable civic education in America, and I look forward to their continued success and accomplishment.

RECOGNIZING FAMILIES AF-
FECTED BY THE NATIONAL
OPIOID EPIDEMIC

HON. ANN M. KUSTER

OF NEW HAMPSHIRE

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 8, 2016

Ms. KUSTER. Mr. Speaker, it is my honor to include in the RECORD today the personal stories of families from across the country that have been affected by the opioid and heroin epidemic. In the U.S. we lose 129 lives per day to opioid and heroin overdose. In my home state of New Hampshire, I have learned so many heartbreaking stories of great people and families who have suffered from the effects of substance use disorder.

Earlier this year, my colleagues and I were joined by many of these courageous families who came to Washington to share their stories with Members of Congress and push for action that will prevent overdoses and save lives. Since then, we passed both the Comprehensive Addiction and Recovery Act and the 21st Century Cures Act to provide much needed funding and critical policy changes to fight this epidemic.

The advocacy of these families truly is so important to leading to change in Washington and I am proud to preserve their stories.

ERIK LEE BLOM—FAIRVIEW, TENNESSEE

Erik's death has devastated his entire family. He was an extremely gifted and creative young man whose keen wit and empathetic heart is missed everyday.

Erik began to abuse substances in 7th grade. His sister remembers the day he made the mistake of wearing bike shorts to school—he was bullied everyday after that. Eventually, Erik made a conscious decision to be tougher than anyone else and his tender heart began to harden with the belief that it was best not to feel—never to cry. Erik was intelligent, frustrated, and bored. The school thought he would benefit from being challenged in a gifted class and it did seem to help some, but he would still disappear to a place that we couldn't seem to reach. Erik's depression and anxiety kept him off-balance and he started self-medicating with marijuana before moving on to